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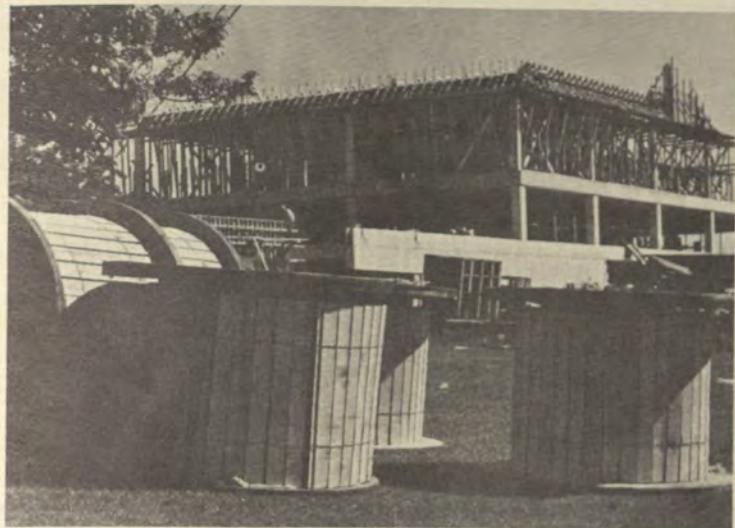
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Arts Center Named For N. Cummings



The New Joanne and Nathan Cummings Arts Center.

Nathan Cummings, Chicago industrialist, art collector and philanthropist, has made a major pledge to Connecticut College for the new Arts building, to be known as the Joanne and Nathan Cummings Arts Center.

Mrs. Cummings graduated from Conn in 1950 as an art major.

In announcing the Cummings

pledge here today, President Charles Shain said, "This is the largest single commitment the College has received to date in its Quest Program for \$18 million.

Gifts and pledges to the program now total \$5.4 million.

Connecticut's Board of Trustees accepted the Cummings pledge with thanks and voted to name the new building after its chief donor.

Last winter, an exhibition from the Cummings' collection of paintings and sculpture was held at Lyman Allyn Museum. The collection includes works by such artists as Renoir, Picasso, Modigliani, Lautrec, Gauguin, Degas, Daumier, Matisse and Monet.

BOTH SIDES OF COED CLASSES

Student Government will distribute a questionnaire on co-education tomorrow through Nov. 5. The issue of Co-education was studied extensively by the Summer Planning Committee. Following is a summation of the arguments presented by Mr. Philip H. Jordan, Chairman of the Summer Planning Committee.

History shows that separate colleges for women are essentially an Eastern phenomena, the product of historical factors which made it necessary to establish special institutions for women if women were to have opportunities for higher education in the East, since men's colleges cherished the tradition of separateness, even in coordinate arrangements.

Exclusion of women from a New England college which reverted early in this century to the tradition of separate education for men was the occasion for the founding of Connecticut College.

We tried to be fully aware of what would be lost if Connecticut College should decide to admit men. Foremost among losses for women if men join the student body would be the opportunity for separation, for refuge from a world which men often dominate, for the cultivation of self and development of independence which we count among the contributions of Conn to women.

The College now offers women opportunities for leadership which might be lost if coeducation were introduced.

Despite current trends toward
(Continued on Page 7, Col. 1)

Wallace Speaks In New York McCarthy In Boston Gardens

Protesters Confront the NYC Police

by Anne Lopatto and Nancy Topping

NEW YORK, Oct. 24—The crowd outside was chanting "Chicago, Chicago," but it wasn't. The chanting crowds, charging police, and party supporters were all there, but this time the scene was New York and the occasion an appearance by Third Party candidate George C. Wallace at Madison Square Garden.

While Mr. Wallace was dining at a fairly well attended \$25-a-plate dinner at the Hotel Americana, groups of protesters were already beginning to form in front of the Garden in anticipation of his 9 p.m. appearance. These reporters were among the crowd outside.

Policemen Ready

Though a police slowdown was in progress, 2,000 of New York's finest were poised for action. Rounding a corner a block away from the Garden, one was greeted by innumerable regiments of riot-helmeted policemen readying themselves for the battle.

Rounding the next corner one met a large group of anti-war,
(Continued on Page 4, Col. 4)

McCarthy Urges A Vote For Peace

by Jacqueline Earle

BOSTON, Oct. 25—Senator Eugene McCarthy, at a rally here in the Boston Garden stated to an audience of 10,000 that the cause for peace will be carried beyond Nov. 5.

Contrary to rumors that he was going to endorse Hubert Humphrey in his speech, Sen. McCarthy made no reference to the Vice-President. Instead, he placed emphasis on the importance of the Senatorial peace candidates.

Votes For Peace

The political rally, sponsored by the Committee for New Politics, was entitled "Eleven Votes for Peace" in order to voice support of 11 Senatorial candidates whose platforms embrace pacifist positions and the new politics.

The 11 candidates are facing precarious battles with their Republican opponents. Appearing in person were Paul O'Dwyer, challenger to Jacob Javits (R-New York), John Gilligan of Ohio, whose campaign is against a well-financed opponent, and Richard Goodwin, former Presidential advisor to John F. Ken-



Sen. Eugene McCarthy

nedy and speech writer for Robert Kennedy.

Groundwork Laid

Although he hesitated to state that the Senate was the last resort as a means of change in American foreign policy, Sen. McCarthy said that the Senate Foreign Relations Subcommittee has laid the groundwork for influencing the war policy.

"If we have more men like Wayne Morse in the Senate," he stated, "then the effort will eventually spread to the entire body." This "effort" is to move away from the concept of a foreign policy determined by one
(Continued on Page 8, Col. 3)

Wesleyan SDS Organizes With Wide-Range Program

by Linda Rosenzweig

Students for a Democratic Society has developed at Wesleyan this year as it has previously at campuses across the country as an organized political response to a system which oppresses and exploits.

"We are disgusted with the War, with racism, with being part of a system over which we have no control, a system which demands gross inequalities of wealth and power, a system which denies personal and social freedom, a system which has to manipulate and repress us in order to exist."

Wesleyan SDS shares the discontent expressed in the above statement by members of the Columbia Strike Coordinating Committee.

Wesleyan SDS members see their first task as identifying for themselves and for others the nature of our society—who controls it and for what ends; and their second task as initiating programs of action to transform the society.

SDS spokesman David Redden '71 explained that six committees have been established to take ac-

tion to effect these transformations.

Fights Imperialism

After considerable investigation, the Wesleyan Committee on Imperialism and Foreign Affairs found that since the end of World War I, U. S. business interests and the Government have found it necessary to maintain what amounts to an overseas empire

based on economic and political control.

This empire has been the source of much human suffering, including economic stagnation, wars and starvation.

The Cold War, the missile race, fantastic "defense" spending at a time when social needs are ignored, and most recently, the war in Vietnam, are all diplomatic and military manifestations of the drive to maintain U. S. business interests abroad.

To combat this drive toward empire, SDS has recommended a halt to the imperialistic bent of American education.

The committee is considering draft counseling for those who rebel against perpetrating acts of aggression to maintain the U. S. empire abroad.

Black Liberation Movement

The Community Affairs committee will involve itself with exploited groups in the Middletown community, especially Blacks.

SDS aims at organizing the
(Continued on Page 6, Col. 1)



WESLEYAN SDS members (left to right) Frank Carrabino, Larry Futterman, David Redden, Harvey Yazijian after election disruption activities meeting on October 17.
photo by rosenzweig

LeMay Fans Deny Charge Of Racism

General Curtis LeMay, running mate of Governor George C. Wallace, appeared last Thursday night in Hartford.

He spoke very briefly, saying only that he had been to Hartford once before and now he was back. And he was glad we had all come. Someone asked if LeMay was open to questions—and was ignored.

At that point, this reporter decided to try Wallace headquarters to speak to supporters and aides.

A Wallace supporter at headquarters: "Those damned long-haired, feminine looking —sl!" His friend, "I wish we had a
(Continued on Page 4, Col. 1)

We need your help!!! We're going to poll the Class of '70 and doing a feasibility study, talking to the administration and local real estate agencies. Contact: Sue Derman, Lambdin, Box 257; Kitten Marx, Lambdin, Box 647.

Member
Intercollegiate
Press

ConnCensus

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Editorial . . .

Sour Grapes

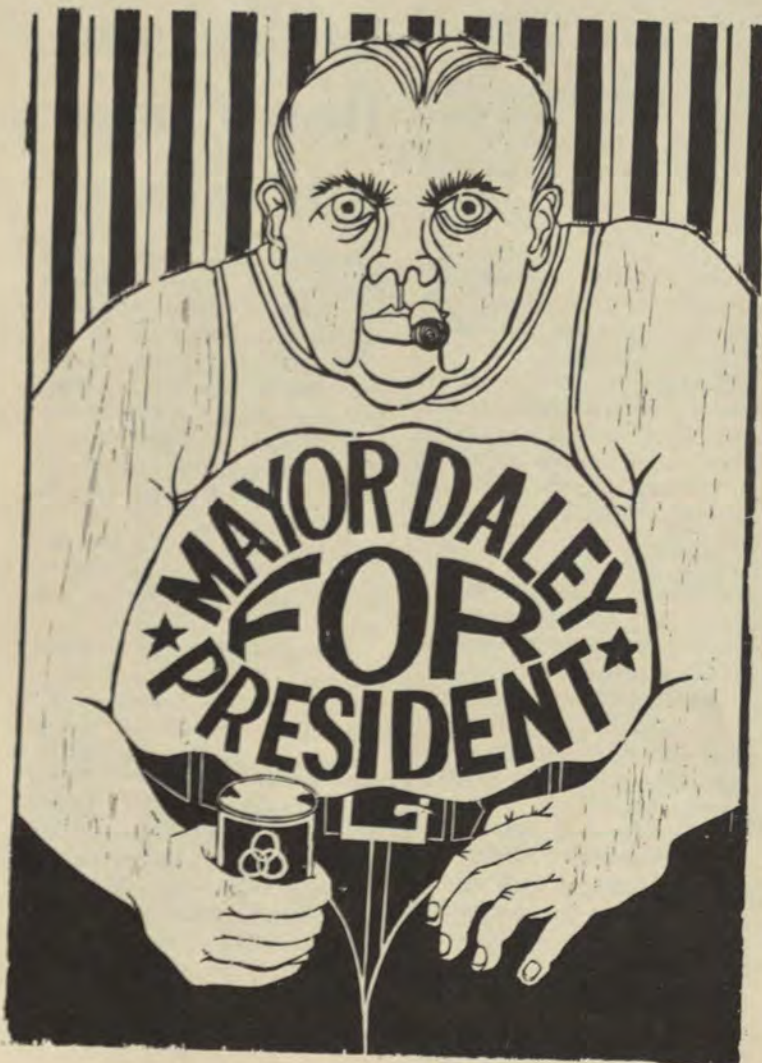
Regardless of the accuracy of the Harris or Gallup polls this week, the recent change in the Humphrey campaign from one of low-key persuasion to a high-pitched invective, or the proposed loss of support in the Wallace campaign, Nixon's victory at the polls is all but inevitable. The reactionary trend in American politics can no longer be denied nor glossed over with liberal shellac. We as students must realize that the rumblings of discontent which erupted in student activism and black militancy have influenced the entire political spectrum this year, helping to swing it radically to the right.

The next four, or even eight years under Nixon are not going to be easy for dissenters and the New Left. We will witness increased unrest in the cities, among the poor, in the public school system. What to do in the next four years? It is evident that the answer does not lie in the national leadership. Harris and Gallup have found that a strikingly large portion of American voters (from all parts of the political spectrum) are disappointed with the choices offered them in this year's presidential race.

We must of necessity turn to local politics and leaders of conscience and understanding. Grass-roots politics have not lost their leaders from Julian Bond to Ralph Nader and Eugene McCarthy.

We cannot afford to let the experience and organization and most important the driving force for social and political revolution to dissipate and disappear. An effective lobby in the New London town council meeting or the Connecticut State Legislature can often accomplish more than decrees which slowly filter in from Washington.

Our energy and organization are far too valuable to waste on crying "Sour Grapes," however sour they may actually be.



Fund Drive

To the Editor:

Until now, I, like many others on this campus, have been restraining myself from writing to express my opinion on certain articles printed in *Conn Census*. However, as a result of an article which you printed in your October 22, 1968 issue concerning Black Scholarships and the Student Community Fund, I can no longer be silent.

I found it appalling that *Conn Census* would print, not only such an erroneous piece of information, but would also word it in the deliberately deceptive and misleading manner that you did. Was it an oversight, typographical error, or deliberate omission on your part of the fact that the Connecticut College Foreign Students' Fund is a part — and a large part — of the Community Fund? I can certainly see why no person was credited with having written this article. May I suggest, that, beginning now, you check into the validity of your information before you jumble it together and print it.

I would like to clarify the position of Service League and the Student Community Fund in relation to your article. The Student Community Fund committee AT NO TIME considered allocating MORE money to the Black Scholarship Fund. The committee never considered allocating ANY money. One of the basic improvements of Connecticut's Fund Drive this year was to leave the donation allocation up to the discretion of the individual student.

Last spring, the committee briefly speculated on the idea of making the Fund into a Community Project with one specific, predetermined organization to benefit. This idea was quickly rejected as being too limiting, although many worthwhile organizations were considered. As for your "students" who considered giving ALL the money to, in particular, the Black Scholarship Fund — they comprised two members of this campus and represented a similar undercurrent as does that which, in my opinion, is ruining this newspaper. This idea, that is of giving all the Community Fund money to the Black Scholarship Fund, could not even be seriously contemplated. The donations to the Community Fund were collected at the beginning of the academic year, as they are every year, and since the contributing students had entrusted us with the allocation of their money, it was only proper that it go to the organizations we had sponsored at that time, before, in fact, the Black Scholarship Fund ever existed.

Now for those of you who are still interested, the Connecticut College Black Scholarship Fund was established in the aftermath of the assassination of Dr. Martin Luther King, Jr. The Community Fund committee DID allocate 35% of the student donations in this direction. The Connecticut College Foreign Students' Fund received 50%, and Learned House, WUS, and Recording for the Blind each 5%.

There was a movement on campus last spring to increase the amount of money in the Black Scholarship Fund, which incidentally has not been used. Discussions were held in a Campus Life meeting and were not conducted under the auspices of either the Service League or Community Fund. It was generally felt that the students should be the supporters here to indicate a genuine interest in the Black Scholarship Fund. Proposals included the increase in tuition and a change in distribution of the blanket tax

money — a real sacrifice on the part of the student — right out of Daddy's pocket! Also considered was the idea of REQUESTING each campus organization to donate 20% of its budget money to the Fund — a rather impractical solution as campus organizations and clubs have enough trouble operating within their budgets as is. Also rejected was a proposal, NOT made by the Community Fund, to levy a tax on food at Cro.

I feel that, as President of the Service League and as one who is rather thoroughly acquainted with the facts, issues, and proposals dealt with in your article, that it is my privilege and responsibility to myself, to you, the student body, faculty and friends to write this letter.

Paula D. Benson '69
President of Service League

Student Community Fund

To the Editor:

Conn Census conducted an interview with Student Community Fund which was to be unbiased publicity to inform the student body of our activities. Do you call this publicity (re: "Fund Drive to Aid Black Scholarships") a fair representation of the five organizations which benefit from the donations of the student body? Our efforts have been directed towards making this year's allocations a reflection of the individual student's choice.

Your article is based on erroneous information. Before you print your material, please get the facts straight. No mention was made of the Connecticut College Foreign Student Fund as one of the choices of allocation. World University Service was mis-identified as "World Wide Service League." The tax on food at Cro, the raise in tuition and the 20% tax on campus organizations were proposed last year in Campus Life Committee

and were not initiated by Community Fund. And may we be so bold as to ask which students requested that all the money go to Black Student Scholarship Fund?

We feel that in dealing with an organization representing the entire student body, as implied by its name, Student Community Fund, we deserve the unbiased publicity we asked for.

Sincerely,
Linda Lush '70
Community Fund Chairman
Harriet Tatman '70
Publicity Chairman

Not A Loser

To The Editor:

I was wondering if perhaps a young lady from your school would be interested in writing a sailor? I am very much interested in writing a young lady. I'm 22, single, brown hair, green eyes, am interested in music (I play guitar), Art (I draw), Math and the good life in general.

Seriously, a guy like me could really go for some mail from a girl. Don't get me wrong, I'm not a loser. I just don't happen to be corresponding with a young lady anywhere. So I would very much appreciate it if you could let them (young ladies) see this; pass it around, tack it up on the bulletin board, whatever you like.

Thank you,
Russell F. Lusk CT3 3922314
U.S.S. Palm Beach (AGER-3)
FPO New York, 09501

CURA Clarified

To the Editor:

Because we are concerned that misconceptions about CURA have been expressed in recent letters to the editor, we would like to clarify the purpose and constituency of the organization.

The general purpose of CURA

(Continued on Page 3, Col. 2)

ARE YOU DELIGHTED OR WISE?

by Julie Boone

My mother is very wise. Before she sent her naive daughter — so naive she thought that Evelyn Waugh was a girl — off to college three years ago, she shook her finger at me and said very gravely and with tears in her eyes, "Baby, listen to your mother. When rape is inevitable, enjoy it." (Let me now editorialize and point out that my mother had no business telling her daughter this before she knew about metaphor. Thank God we had a good serious talk during that first Thanksgiving vacation!)

However, I've discovered the true meaning of my mother's words and have found the secret of making education not only pleasant but positively orgasmic. Frost explained it in somewhat less appealing terms when he said that a poem "begins in delight and ends in wisdom." Ah, these bright college years have been such a poem!

Let me illustrate what I mean. DELIGHT: Socrates, the smartest man in the world, married Xantippe, who was a real shrew. WISDOM: You can have a terrible disposition and still marry the president of a large corporation who is assuredly not as smart as Socrates. DELIGHT: Racine kept a *grande silence* of twenty years after the critics cut up one of his plays. WISDOM: you can have a terrible disposition and still become famous.

DELIGHT: Charlotte Bronte tortured little puppies. WISDOM: You can have a terrible disposition, write about it and make a fortune.

The idea is that anything is possible and tons of famous people have gone around doing whatever they wanted to and have gotten away with it.

Wisdom is consolation. Tycho Brahe got his nose shot off in a duel and had to get around in public with a brass proboscis. Nobody remembers him for that. Discover something and — eh! — who cares if you set your hair? Karl Marx wrote *Das Kapital* in comfortable, capitalistic England. So you're hung up about being from Old Greenwich and the upper middle class, and the New Left, you think, won't let you join? Listen, it doesn't make a bit of difference. Gertrude Stein walked out of a final exam at Radcliffe, the hardest school in the world, without writing a thing. You can get away with it if you have the gall.

I could go for hours. Coleridge wrote some of his best stuff when he was higher than a kite. T. S. Eliot came from Missouri. Winston Churchill was a problem child. Sir Thomas More was a pacifist. Shakespeare was a fresh kid.

Yes, mama, it has been enjoyable. Ravishing, even.

Beyond the Wall

by Myrna Chandler

Although the draft does not directly affect any girl at Conn, I couldn't help including the following article after reading in the "Yale Advocate," the Yale Law School newspaper, that thirty-five members of last year's freshman class did not return. According to the "Yale Advocate," "Some joined the Peace Corps, while others taught; but the reason for leaving in most cases was pressure from the Selective Service System." The following is a letter from one such member of the class of 1970 whose draft board could apparently not be satiated:

"You wouldn't believe how great it is here. It's changed my whole perspective. I think it would do everyone dodging the draft at Yale a world of good to come here.

"In a few classes we've cleared up all the complexities I once felt surrounded the U.S. government, the Vietnam war and the struggle with the international forces of Communism and totalitarianism. When I think of the years of 'intellectual' inactivity imposed by the crippling feelings of inadequacy in the face of that false complexity—which once bugged even me—I can only smile at the foolishness of youth and the cleverness of the eggheads who 'taught' us.

"Now I've learned, with a certainty I wish I could pass on to you, that the battles in the DMZ,

around Da Nang and in the central highlands are merely extensions of those at Concord, Kings Mountain, Verdun and Normandy. I've learned as well that the foe we face is the same implacable fiend faced by our forebears in age after age, in struggle after struggle.

"Whether called King or Aristocrat or Kaiser or Fuhrer or Commissar, our foe has one goal—the destruction of our American Democracy and way of life. Envious of our wealth, despising our freedom, hating our courage, loathing our openness, they stop at nothing in their campaign against us, and we in return must never relax our vigilance. In place of my former indecision and intellectualizing I've learned the way of direct action (Karma Yoga) and the proper course of action, which, by its stark simplicity and forthrightness, contrasts with the rationalization of old. The answer, we've learned, boils down to the old familiar phrase repeated over and over on these fields made dust by energetic bayonet practice—'KILL! KILL! KILL!...'

Letters to the Editor (cont.)

(Continued from Page 2, Col. 5) is to alter racist attitudes which are exhibited by individuals and institutions in this society. This purpose does indeed infer a radical reconstruction of American institutions. However, we cannot by any stretch of the imagination, consider CURA a subversive organization which seeks to undermine the basic values of our society. Rather, it seeks to change attitudes which thwart our basic beliefs in human dignity and equality.

Neither is CURA a sensational organization. Rather it seeks to penetrate the deep subtleties of prejudices and reach an understanding of the racial crisis.

The people who constitute the bulk of the organization are individuals who are newly involved in the strategies of confronting the white community as the source and perpetrator of fascism. By society's standards, they cannot conceivably be classified as radicals. But again, it is hard to generalize about CURA. Social theories and political strategies vary from person to person. It is an open decentralized committee in which various tactics are employed at the discretion of the participants.

Moreover, CURA cannot possibly be considered a minority committee. Our basic aim is to confront the white majority, which certainly includes the vast majority of individuals at Connecticut College. We are seeking to create understanding as the first step toward change. In CURA, the important word is understanding.

Katie O'Sullivan See '70
Pat Golden '71
Co-Chairmen, Committee
for the Understanding of
Racial Attitudes.

Metamorphosis

To the Editor:
Let us push for Conn's
coeducation!
I'm quite certain, without
reservation,
That we need metamorphosis
To create the antithesis
Of the convent 'gainst
emancipation.

Sincerely,
Randall Robinson '70



"RIOT" COMING NOV. 7. "RIOT", a new play—indeed a new form of play—that deals with realities and brutalities of an increasingly common American experience, will be performed Thursday night, Nov. 7th, in the Gym at Crozier Williams. The production is being sponsored by Theatre One.

Julie Portman, who directs the play, describes "RIOT" as an attempt to communicate, as no newspaper or TV report can, the human dynamics, the power, and the fear that is inherent in a riot.

"Riots are no statistics, or lists of casualties," she said. "Riots are people in a condition few of us have experienced, few of us understand. The play tries to make an audience understand a little more."

"RIOT" is theater, but not a play in the ordinary sense. "RIOT" is an attempt to communicate the subhumanity of riot, the fear, the hatred, the pain, and the animalism of riot. It may be that theater is the only medium left that can do this.

Ten N. E. Colleges Plan Cooperation

Connecticut College has entered into discussions with nine other liberal arts colleges in New England concerning various ways the institutions might cooperate.

Other members of the group are Amherst, Bowdoin, Dartmouth, Mount Holyoke, Smith, Vassar, Wesleyan, Wheaton and Williams.

Announcement of the proposed consortium was made today on behalf of the presidents of the ten participating colleges by President Thomas C. Mendenhall of Smith College.

According to Dr. Mendenhall, the initial inter-institutional proposal would allow exchanges of students, if approved by the several faculties and boards of trustees. Later the group will study the possibility of establishing joint urban centers and joint M.A. or M.A.T. programs in teacher training.

The student exchanges could begin in 1969-70 and are designed for sophomores or juniors in good standing, for a semester or for a year.

The exchange is intended to increase the educational opportunities for the individual student, and all students are eligible for the exchange at any college.

Each college will announce how many places it can make available for the semester or year. The academic program of any student would have to be approved by both institutions.

Under the possible program of urban centers the colleges will be discussing cooperation both in the establishment of centers, where both faculty and students might share in the study of urban problems.

The graduate programs under discussion concern the M.A. or M.A.T. degree and the possibility of the liberal arts colleges cooperating in training programs that might be designed primarily for junior colleges and community colleges.

Thank Heaven

To the Editor:

Thank Heavens for the letter of October 22, 1968 from Bonniol, Davenport, Matteson, et. al. We support their view. We support President Shain. We are outraged at the rude and unsubstantiated accusations leveled at President Shain (Doesn't Anyone Know Our President's Name? Oct. 15, 1968). We wonder if the anonymous author of the article ever reads Conn Census, ever has spoken with President Shain, ever has been aware of what is going on at Connecticut.

We believe President Shain deserves an apology.

Judy Coburn '69
Lynda Ginsburg '69

Black Literature

To the Editor:

I am writing in response to some comment of Miss Randall Freelon's printed in the Conn Census of October 15.

If Miss Freelon is quoted accurately, what she terms "a gross insult" to herself is in fact a gross insult on the English Department, who do not hold the views she ascribes to them.

For the record, no member of the English Department denies the existence of great Black artists. On the contrary, we rejoice that there are many and look forward to the time when there will be more. For the record too, we voted as a department last spring to offer a course in Black Literature in the second semester of this year.

Mackie Jarrell
Chairman,
Department of English

Mao at Berkley? Regan up in Arms?

(LNS) — Governor Ronald Regan today appointed the commander of the California National Guard, General A. H. Scheisskopf, as chancellor of the Berkeley campus of the University of California. The Governor's action was taken in response to the success yesterday of student referendum which chose Mao-Tse-Tung as the new chairman of Berkeley's political science department.

Coincident with the Governor's announcement two battalions of combat ready Guardsmen took over front-line positions from the embattled campus police.

Reaction to the student's choice has been mixed at the University. Senior members of the faculty generally expressed dismay, though most professed ignorance of his publications. But seventeen junior members of the political science department have issued a statement welcoming Mao's chairmanship.

"Chairman Mao is not only a topnotch thinker and scholar," the young professors wrote, "but he also has years of first hand experience in the field."

Granted Leave

Mao has been granted a two-year leave of absence from his duties as head of the Chinese government. His acceptance of the department chairmanship, delivered in Chinese and English, was broadcast in Peking and intercepted late this evening by U.S. intelligence vessels operating just inside Chinese territorial waters.

Both versions were in verse. Mao is a widely published poet as well as world-reknowned expert of the political movements of this century, particularly those in Asia.

In his acceptance chairman Mao lauded what he called
... the sunrise of democracy in
the troubled darkness of your land

He is reported arriving by air in San Francisco tomorrow afternoon.

Governor Comments

Informed of the new chairman's acceptance, Governor Regan told newsmen that "Californians will never accept democracy if this kind of thing happens because of it."

At an afternoon press conference concerning his appointment and the immediate military problems confronting him, General Scheisskopf revealed that one of his first acts as chancellor will be the organization of an "Inter-University Peace-Keeping Force modeled on the coordinated military unit which occupied the Dominican Republic in 1965.

Scheisskopf said that he had a "heartening response" from initial consultations about the Force with General B. C. Peckem, newly appointed president at Columbia University, and General Douglas McArthur Dreedle who took power yesterday at the crisis-ridden University of Wisconsin.

Troops Regroup

General Lucius Clay, special presidential assistant at Stanford, has shown "tentative interest," Scheisskopf said. Stanford peace-keeping forces might have a "red-tape" difficulty melding its units with other university's national guardsmen, since Stanford's troops are privately recruited and are commanded jointly by officials of the Stanford Research Institute and the Urban Coalition.

Scheisskopf said he intends to administer Berkeley on the Latin American model "such as had been demonstrated recently in Argentina, Bolivia, and Mexico." At his press conference he issued a proclamation banning campus political groups, the distribution of all newspapers excepting the Oakland Tribune and gatherings of more than three people.

Student leaders hailed the proclamation as heralding an end to oversized classes. An ad-hoc Committee to Bring Teaching to Berkeley, "recognizing that the chancellor's dynamic new program will demand a tremendous expansion of the teaching staff," has sent requests for instructors to revolutionary governments and groups on three continents.



Germany: In 1950 No Doubts; Today – Restless and Rebellious

by Anne Lopatto

"In Germany in the 1950's the political system was young and fresh. There were no doubts about it – no doubts that Eisenhower and Dulles were Germany's best friends. Today, German students take more time to think about such things."

With this explanation Professor Werner Hoffmeister of Brown University opened his talk on "German Students – Restless and Rebellious" last Tuesday evening.

Prof. Hoffmeister spent the past year in West Germany and witnessed firsthand much of the student unrest which permeates the German universities. He attempted to outline for his audience the underlying causes of student discontent.

Unfair treatment by the news media, he contended, has led the American public to dismiss the student leaders as anarchists without a basis for discontent.

Hoffmeister was strongly in favor of the so-called "radical" students who planned and executed last spring's demonstrations.

From his study of the situation, Hoffmeister maintained that the students who should be con-

demned were the conservatives who "place law and order above justice and freedom". Admitting that student demonstration methods were "not gentle", he stated that the violence which did occur was a result of the excessive brutality of the police.

Hoffmeister outlined three main causes of student discontent. Students are primarily dissatisfied with the university itself, an antiquated power structure which allows students and junior faculty virtually no voice.

Students are demanding participation in the policy-making of the university, and an end to enormously overcrowded classes.

Another major source of unhappiness is the German press,

which is owned in large part by a few powerful men who still promote the "cold war psychology". Finally, the German students, like their U.S. counterparts, are dissatisfied with general politics. "They consider themselves 'the opposition' as far as the party politics go".

Hoffmeister dated the birth of the student resistance movement from June 2, 1967, when the Shah of Persia made a state visit to Germany. Student demonstrations against the repressive Persian government ended in violence when a German student was killed by the police.

From that day the student resistance became "overtly aggressive."

JUNIOR SHOW REVISITED



Scene From Junior Show, Replayed Oct. 22 for the Freshmen. photo by mills

Interested In Off-Campus Housing?

Campus Life Committee last Thursday abolished the regulation which prohibits students from taking overnights within a twenty-mile radius of the College.

Wallace Supporters Condemn Hippies, Reds; Find Order, States Rights of Most Importance

LeMAY
(Continued from Page 1, Col. 5)
pond around here so we could wash 'em up."

To a Wallace supporter: "Miss, would you mind telling me why you support George Wallace?" Miss: "He's the man we need for our country right now. He's a real American."

Any students who have received complaints from their parents because Conn Census has not arrived although they subscribe should contact Joan Weisberg, through campus mail, Box 1179.

Reporter to another Wallace supporter, same question. Answer: "Wallace stands for working men. I like his stand on law and order."

Reporter: "Do you believe Wallace is a racist?"

She: "NO—Wallace is not a racist. Wallace was a good old-time Democrat before the Dems became so liberal."

Breakdown of Order

Another fan: I think there's been a breakdown of law and order in the U. S. We should stop protecting the criminal so much; the penalties for crime should be more severe.

"No, I don't think Wallace is a racist," she continued.

Are the students the Communist agitators that Wallace claims

are stirring up riots, she was asked.

It's the Professors

She continued, "No, the kids aren't the Communists. It's the college professors who lean toward liberalism and Communism—they stir up the kids. The kids are just influenced; they just don't know what it's about."

To a relatively rational, soft-spoken Wallace fan: "Sir, do you believe in shooting looters?"

He: "Well, I have some things in my home that wouldn't be worth a thing to anyone, but to me... If anyone tried, I'd stop him."

We: "Even if it meant risking his life?"

He: "Yes, even if it meant killing him."

This, in cross-section, is the Wallace constituency.

Relevance the Key In New Seminar

by Mary Ann Rafal

Five Conn girls and five cultural behavior majors from Yale are participating in a new and revolutionary seminar course called "Sociological Psychology of Contemporary Student Life."

The course is sponsored by the Connecticut College Psychology department and is advised by Mr. Philip Goldberg, associate professor of psychology, and Miss Lutsky, a clinical psychologist of the Yale Medical School. Course topics, chosen by the students themselves, are selected for their relevance to campus life, they range from student activism, to drugs and sex.

Occasionally the whole group reads pertinent books in preparation for a seminar, or members pursue special topics independently. Before the discussions on student activism, for example, the group has read Kenneth Kenneaston's *The Young Radicals*, by Howard Becker, of twelve student radicals and *The Outsider*, by Howard Becker, which discusses social deviation in various groups, such as marijuana smokers.

B. Ann Kibling '69, an English major participating in the course, commented that although the course is unstructured and student-directed, she is definitely learning from it.

She continued, "The viability of the course depends upon the students in it. Since we're not pouring ourselves into a pre-determined form, then the success of the course depends on the individuals in it, and how they work together."

She stressed the value of this different perspective of education—the escape from the "note-lecture syndrome."

"In this course," she said, "the grade becomes irrelevant, for you get out what you put into it."

Sue Sigal '69, finds the course particularly relevant to her major, social psychology. She emphasized the stimulation and excitement that accompanies "a course oriented to the college population that involves men."

She continued that the course is operating in a free, open atmosphere without any predetermined roles, either male-female, or teacher-student. Rather, the group is a meeting of equals, where everyone's honest ideas and feelings are valid and respected.

Naomi Fatt '69, was very enthusiastic about the course, especially in relation to its uniqueness. She commented that it was a "cross between a mass-tutorial and a T-group, even like living theatre."

Naomi hopes that more courses will be offered on this and also in other departments.

Police Force Ubiquitous

WALLACE and "Wallace and LeMay—the Bombsey Twins." (Continued from Page 1, Col. 3)

anti-racist New Left demonstrators who were chanting "one, two, three, four, we don't want this dirty war, five, six, seven, eight, we don't want this fascist state."

Surrounded by what seemed to be a stiflingly ubiquitous police force, the chanting seemed frighteningly appropriate.

It was learned later that the Policeman's Benevolent Association had been given a large block of rally tickets to distribute to insure that the crowd inside the Garden was one who supported Mr. Wallace.

Emotional Mood

As the crowd of demonstrators grew to about 3,000, the mood became increasingly less rational and more emotional; and it soon became evident that most of the crowd was determined to force direct confrontation.

Two hundred young Blacks marched up and down 34th Street repeating "Are we white? NO! Are we Black? YES!" A middle-aged Negro woman bystander was beckoned away from the area by her nervous friend. "No," she said resolutely, "I'm going to walk in the Black parade and let the people know."

An anti-war group marched across the street, carrying a sign that read "Wallace for Fuhrer,"

"Seig Heil"

Meanwhile, police had forced most of the protesters to one side of the street and attempted to make them stay there. Mounted police were much in evidence. One of them clubbed a young man who attempted to leave the sidewalk; immediately, the chant "Seig Heil! Seig Heil!", and then again, "Chi-ca-go, Chi-ca-go."

Several Injured

Sporadically the demonstrators would break from the sidewalk and make a dash for the street, chased by about 60 policemen, billy-clubs flailing. Eventually they would be beaten or pushed back, and then the ambulances would come and pick up the three or four demonstrators who had been badly injured. "Just three or four each time. That's not many."

And that's the way it went all evening—now an orderly crowd, now a surging mob, police charging, people screaming, Wallace speaking, nobody knowing.

Pleased Supporters

After Wallace's speech was over, the well-dressed crowd of 15,000 streamed out of the Garden and most of them seemed well-pleased with their candidate. One man proudly told us that he had attended the Wallace dinner and he "had shaken the hand of George Wallace himself—proudest day of my life."

When asked what it had been like inside, one woman stated that she "hadn't been able to hear much because some 'nigras' were shouting, but Wallace handled it real well, shouted them right down." This same woman also said she had received her ticket from a policeman.

What went on Thursday night was not new—it was one of an endless number of confrontations, confrontations which continue to challenge the rationality of the nation.

ODD BODKINS



New Forms Of Political Tactics Emerge On Left; Students Want Action, Not Leadership Or Causes.

NEW YORK (CPS)—The generation gap has hit the student movement.

From the riots of Berkeley in July, to the confrontation at Chicago in August, to campus protests as they have unfolded this fall—the old definitions of “correct political struggle” are under attack, and new forms are beginning to emerge.

The character of the challenge is slowly beginning to take shape: the content of the issues raised is more inconsequential to the action taken; the deference to an established leadership is all but forgotten; and any sense of the total political effect of an act is very nearly irrelevant.

A mood is spreading in the wake of these shifts. The new-style activists gladly leave to the older “political types” the questions of ideology.

Rhetoric, so revered in the past, serves young militants of today as little more than a pretext for greater belligerence.

The students involved this year want action. And they are ready to move whether they have a clearly defined “analysis of racism and imperialism” in their back pockets or not.

The act of defiance alone is creating its own rationale. The “Movement” is becoming less and less the medium.

It is perhaps the most important clash of sensibilities within

the youth Left since Negroes declared for black power and white radicals began redefining the doctrine of non-violence.

The crucial case in point was the Democratic National Convention. Somehow nothing has been the same since Chicago.

That confrontation was for many the climactic moment in a whole series of events stretching from the 1963 death of John F. Kennedy, past the dissolution of the Great Society, into an increasingly savage war, concluding with one or two exquisitely placed assassinations and the automated nominations of Nixon and Humphrey for President.

Absurdities and Violence

Distilled within this short, traumatic half-decade are sources of hostility and frustration powerful enough to infect a whole generation. It is no longer necessary to join a protest movement to confront these realities. The patent absurdities, the unending violence have become as predictable as the six o'clock news.

Shattered, in all of this, has been the sense of an orderly progression of political consciousness. The anti-racism/imperialism movement (which had replaced the anti-war movement, which had replaced the civil rights movement), appears itself threatened by pure chaos.

Movements Were Provincial

While each movement served for its time, one sensed through them all that they were provincial in scope.

Oddly, they touched only a small part of what still troubles the great mass of Americans. Other, more fundamental questions remained—more deeply felt needs to which no voice in our national life has yet spoken.

The American environment, for too many people, simply does not permit a satisfactory way of living. But if these conflicts must remain unsolved, for many young people at least, they will not go unexpressed.

Thus, in 1968, for thousands of kids from high schools and colleges all over the country, the Democratic Party became the Time and the Conrad Hilton became the Place. There for one, brief, incredible moment, everything was out in the open, and Americans glimpsed—for perhaps the first time—just how deeply the divisions really run.

A Turning Point

Somewhere, not very long ago, a turning point of sorts was passed. One senses within the student movement a kind of break with the past. One sees the word “student” becoming too restrictive; the indictment against American society, once the property of a desperate, suspicious, bearded minority, has

been joined in by a new host both on and off the campus which defies simple classification.

Already they are making their presence felt, but in ways that don't always fit traditional models for political action.

New Tactics N.Y.U.

Last week, for example, New York University students mobilized militant backing over an issue many older radicals condemn as passe—reinstatement of a fired professor. But if the issue was outdated, the tactics certainly were not. Students took over two campus buildings, bombed two dorms and disrupted the university's telephone system as an expression of their support, and campus politicians moved in to broaden the issues.

Chapel Sanctuary for AWOL

Similarly at Boston University recently, students often numbering 1,000 joined an AWOL Army private in a symbolic gesture of sanctuary in a university chapel and holding off federal officers for five days and nights. But when radical leaders tried to link that action with the issue of campus ROTC, the interest lasted only until the deserting soldier was placed under arrest. One of the sanctuary organizers confessed with disappointment, “We raised their commitment to action, but not their political consciousness.”

Perhaps the real source of his disappointment was that the protest failed to develop the kind of awareness he was used to recognizing. For while students this fall clearly have a greater sense of the political dimension of their lives, that awareness has not automatically committed them to the struggles of the past.

More Immediate Involvement

These new activists, many of whom date their changed perspective as recently as, for example, Time's cover story on Columbia, seem to be looking for more personal, more immediate forms of involvement without a regard for correctness of strategy and ideology.

These new revolutionary recruits, of course, may just be politically naive—as many older radicals contend. On the other hand, it could be they no longer need the remote Great Issues, so important to the movement until now, to motivate them to action. That they feel the need to act can be justification enough.

In this shifting mood, demand for the development of a unified revolutionary movement is more and more conflicting with the way younger “revolutionaries” individually want to live.

They need to find a combination of life style and politics—in an atmosphere where neither impulse implies a contradiction of the goals of the other.

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Room 102 New London Hall

SDS: An Organized Response To A System That Oppresses And Exploits

(Continued from Page 1, Col. 4) students at Middletown High School into radical organizations to confront both the Black and white communities. Hopefully, the students will then question the "indoctrination" they are receiving.

Black Middletown high school students have already organized TOPS (Teenage Organization for Productive Services). At an SDS meeting Thursday, Oct. 17, TOPS showed the film "Huey," which dealt with Black mobilization following the arraignment of Huey Newton, Black Panther Minister of Defense, on a charge of voluntary murder of an Oakland policeman. Wesleyan SDS has adopted the cause of Huey Newton.

At a rally of Oakland Blacks in the film a spokesman of the Black Panther Party demanded fulfillment of certain demands:

-Exemption of Blacks from military service.

-An end to police brutality of Blacks.

-Decent education.

-Trials of Blacks by Black juries. ("Having a Black Man tried by a white jury is as good as having a Jew tried by Nazi Germans.")

-A revolutionary struggle to destroy white oppressors by making them impotent politically.

-The freedom to determine their own destinies.

-An end to the robbery of Blacks by white business.

-Justice—not law and order.

-The immediate halt of the genocide of the Black race by the police, or the Black community will fully arm itself and use force to neutralize the effect of the police force.

In addition to its support of Black control of Black communities, the Community Action committee may deal with the labor situation and investigate low-income housing.

National Issues

The Presidential election and Election Day offensives are the focus of the National Issues committee.

Wesleyan SDS'ers are prepared to discredit the major candidates in a repudiation of the Presidential election Nov. 5.

The strategic purpose is two-fold: (1) to register a protest that shows the breadth of peace sentiment which is unrepresented in American politics, (2) to display a growing defiance of the authority of the government.

These threats to the legitimacy of the government are the action most likely to force an eventual pullout from Vietnam.

SDS hopes to declare Election Day a day of mourning.

The National Mobilization Com-

mittee to End the War in Vietnam (Mobe) has recommended a boycott of classes on Election Day. However, David Redden pointed out that the boycott of classes would involve taking a stance against Wesleyan.

He recommended, instead, that SDS urge the Administration to call off classes.

The Election Day strike should not be a passive "stay at home" boycott, but an active campaign to raise the relevant political issues.

The committee is planning teach-ins featuring people who were involved in the student rebellion in Paris and the revolution in Czechoslovakia.

A round table discussion before large groups of people with speakers Susan Sontag or Carl Oglesby is being considered.

Evening demonstrators could gather at the candidate's headquarters to inject Vietnam into any "victory" celebration the evening of November 5.

University Restructuring

SDS is interested in asking some basic questions about the nature of the university.

The aim is not merely to question the structure of the university, but also to question its function.

What is the place of the university within society? If the university exists as a critique of the society, it can also work to solve some of its problems and to better the lives of its people.

SDS'er Harvey Yazjian has recommended the formation of an experimental college, which would offer a broader range of courses in the framework of seminars.

Corporate Structure

Acting on the belief that Wesleyan has certain corporate and real estate interests as part of its financial structure, another committee will investigate Wesleyan's financial ties, especially those that may involve defense connections, if those exist.

This committee may also investigate the Hill Development Corporation, a housing project aimed at upper-income families, while housing units for the poor are needed drastically.

Radical Education

The Radical Education com-

mittee exists to inform the students on campus of what SDS is doing. It may also set up a bookstand of New Left literature.

Harvey was also instrumental in setting up the New Left seminar.

SDS has also called for the dismantling of the military-industrial complex. In order to maintain its "empire" skills and technology in business, government and military sectors are vitally needed. These activities must be halted.

Responsiveness

SDS contends that the government must be more responsive to the needs of the people—not to its own selfish needs or the needs of powerful business and military elites.

SDS has also called for police departments that will be responsible to the community for protection, not suppression and brutality.

Law and Order Represses

In a policy statement, SDS asserted that "law and order" is not the real answer as the three candidates would have you be-

lieve. "It is only an evasion of the real issues that must be faced now."

"Law and order will not solve the problem of jobs, housing, schools and police brutality in our cities or the problems of alienation and political impotence facing each one of us."

"Instead of solving these problems, the false issue of 'law and order' is used to repress those people really attempting to face them—problems which demand radical solutions and radical action."

"No major candidate can or will supply these solutions because their positions of power depend on the preservation of the present power system."

"And until we bring about the changes we've outlined, we will forever be forced to choose between the Nixons, the Humphreys and the Wallaces."

"How long will we, how long will you, continue to support an establishment which embodies the values of profit, property and production over those of life, liberty and the pursuit of human happiness?"

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PROS AND CONS OF COEDUCATION AT CONN CONSIDERED

(Continued from Page 1, Col.1)
coeducation, there are articulate champions of single-sex institutions who argue that there will always be young men and women who will be served best, educationally and socially, by separation during their college years.

Thus, they say, there will always be a place for women's colleges to serve the minority that prefer them. And in any case something of the present diversity in American higher education should be retained, rather than having all institutions become coeducational.

As women students might suffer from coeducation, so also might women faculty. The present parity of the sexes in the faculty might give way to a male

majority, as an attraction to men students, and Connecticut would then cease to serve women academics as extensively as it has done in past and does now. With such a male majority, would women be subordinated as they often are at coeducational colleges?

Quality of Men

Another possible hazard involved in coeducation concerns the quality of men who would seek admission to a former college for women. Such men might not be equal in quality to the women Connecticut College has attracted, and its high standards of academic excellence might be eroded if the College were to accept them.

Further, the kind of fine women students who have chosen Connecticut as a women's college might turn elsewhere if it admits men, and the result would be a decline in quality of Connecticut College women as well as academic inferiority of its men, as compared with other coeduca-

tional colleges.

These are serious considerations which cannot be easily dismissed. But there are others, perhaps more compelling, on the other side of the question.

Among the present student generation there is a persistent demand for involvement in the world the student will enter on graduation, for experiences which are more like what students call "real life." Students themselves are insistent spokesmen for coeducation, which they feel is the normal order of things, "God's way," if you like, to use a phrase of President Shain's. Colleges undertaking coeducation generally argue, as Colgate did, that coeducation is necessary for full understanding "of what it means to be a human being." By having men and women together in classes, the particular outlooks of both sexes will be expressed, and both will benefit. In social life, coeducation will eliminate or minimize the strains and artificialities of the present hectic weekend dating and yield better understanding between the sexes. The campus will become a place where students will want to stay on weekends, and cultural events will receive far more student support than is now the case.

Offer Counter-Evidence

In answer to the contentions that women tend to be passive in classes attended by men, allowing the men to do all the talking and worrying that appearing too bright will make them less attractive, proponents of coeducation offer counter-evidence.

The undergraduate woman is more willing to compete than in the past, and such competition

can contribute as much to a woman's education as instruction from a faculty member. Faculty members at Connecticut College, both women and men, have advanced the belief, in some cases based on experience, that coeducation classes would be at least as lively and as serious as classes with women only now are. Students also, at least those who have so far expressed an opinion, seem to believe confidently that they can hold their own with men and profit from the competition.

On the issue of leadership and participation in student activities on a coeducational campus, the examples of Radcliffe, Barnard and Pembroke are relevant. For those coordinate colleges, attached to major universities, women are demanding and securing fuller participation in the men's world and women have risen to top positions in integrated extracurricular activities. These cases suggest that women who want to lead will do so. A recent president of student government at Connecticut College told the Summer Planning Group that while her experience was invaluable she would have liked to try herself in the competition of a coeducational setting.

Historic Reasons

Besides these reasons for supporting coeducation, there are others which pertain to the future of women's colleges as institutions. It is argued that the historic reasons for women's colleges are no longer operative. As Vassar's woman dean has commented, "Certainly there is no women's college. longer need in this country to

provide opportunity for women to have higher education; nor is there further need to prove women's academic ability.

"Vassar, then, has fulfilled its founder's expressed desire to give women the same right as men to intellectual culture and development." And as a woman historian of higher education for women in America noted, there is no historical evidence that the majority of women have ever preferred the separate institutions forced upon them by historical circumstances.

Prefer Coeducation

There is evidence, moreover, that at the present time women students prefer coeducational or coordinate colleges. At Connecticut College, as at other women's colleges, applications are declining, suggesting, as our Director of Admissions has observed, "a shrinkage in the 'pool' of students interested in such colleges." This view is supported by the results of a poll of high school seniors, conducted last year by Princeton University, which revealed that only a small proportion of the girls in the sample (6.6%) preferred a small, all-female liberal arts college, while more than three times this number (21.7%) indicated preference for a small coeducational liberal arts college.

It is also interesting to note that the preference for coeducation was greatest among the brightest students, as measured by class rank, both men and women. These facts and poll findings have ominous implications for the College's quest for good students if it remains a

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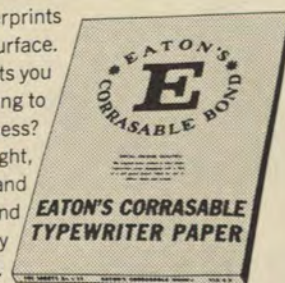
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Ormandy Conducting "Dignified, Powerful"

by Mady Kraus

Choosing a concert series is sometimes as baffling as being in a Chinese restaurant, and having to select "two from column A and three from column B", when all the choices are equally intriguing.

For those who attended the first concert of series "A", the choice proved highly rewarding. The Philadelphia Orchestra, with Eugene Ormandy conducting, presented a magnificent program of Bach, Beethoven and Brahms, on Wed., Oct. 16, in Palmer Auditorium.

Bach's "Passacaglia and Fugue in C minor" was originally written for harpsicord, but later rearranged by the composer for the more majestic sound of the organ. Mr. Ormandy's transcription of this work for orchestra was wonderfully effective.

In the first of the 19 variations—as John Briggs stated in the program notes—Mr. Ormandy substituted Bach's solid organ introduction with the tuba, bassoons, 'celli and double basses. The variation was picked up by upper woodwinds and brass, where Bach would have used the organ in the "soprano voice." The "Passacaglia's" theme resolved in massive sound and intensity, paralleling the all-encompassing sound of the organ at full voice.

The Beethoven "Symphony No. 1 in C major, Op. 21" was light and exuberant, played very delicately by the orchestra. However, I found it not as sophisticated as other Beethoven works, since this piece had a very predictable conclusion. In the first movement especially the final chords were repeated many times, like the hero who needs twenty minutes for his dying soliloquy.

The climax of the concert was Brahms's "Symphony No. 2 in D major, Op. 73." Mr. Briggs quotes a Dr. Billroth: "That symphony is like blue heavens, the murmur of springs, sunshine and cool green shadows!"

The symphony was a soaring story of drama and serenity, brilliant clashes and soft responses, resolving finally in a fury of sound, with Mr. Ormandy like a general driving his ranks to victory. The music was exciting and passionate, and was delivered almost effortlessly by the Philadelphia Orchestra.

Just as exciting was Mr. Ormandy's conducting. He had the habit of holding his pinky in a way the etiquette books must prescribe—extended pinky while drinking from a glass. Mr. Ormandy's glass was his baton, and his conducting was dignified and powerful.

His face conveyed as much direction as his hands, especially in the Brahms finale, when he seemed to be yelling to the orchestra in the frenzy of the music, to fire them with his own energy.

The audience enthusiasm produced an encore, which was announced by Mr. Ormandy: "this being a three B program," we will stick to Bach. The piece was "Jesu, Joy of Man's Desiring," and was a beautiful last song for an already complete evening.

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Goodwin, Gilligan, O'Dwyer Speak At Peace Rally

McCARTHY
(Continued from Page 1, Col. 5)
man in the White House.

Goodwin Speaks

Speaking earlier, Richard Goodwin commented on the future of the McCarthy and Kennedy movement, stating that "The struggle for the future of this country has only begun."

Now virtually without leaders or programs, he continued, the Democratic party "faces an enormous task of reconstruction."

Goodwin also predicted that the Senate will eventually become a forum for those who de-

sire enlightened change if individuals elect the right candidates.

Something Wrong

John Gilligan, who won an astounding victory over the Republican incumbent Frank Lausche in the Ohio Democratic primary, told the audience "something has gone wrong in America."

"We have destroyed the vision of America that we ourselves hold," he continued.

What is at stake Nov. 5, he explained, is a challenge to all of us to redeem the vision of America as it should be...and to redeem ourselves with a vote for peace.

O'Dwyer Well Received

Candidate Paul O'Dwyer was perhaps the most enthusiastically received of the speakers. He began his address by stating "The old canard about wisdom and

old age going hand in hand is no longer true."

Suggesting that the politicians of today should listen more attentively to young people, he used the events of New Hampshire as an example.

Listing his stand on a few specific issues, O'Dwyer mentioned the possibility of a volunteer army and lowering the voting age to 18.

He also implied that the day the \$70 billion defense bill was passed in the Senate, the 45 Senators who did not vote should have done so. Finally, he concluded "We must once and for all scrap the foreign policy of John Foster Dulles."

Also speaking was Burt Corona, representing the Mexican-American Political Association, who thanked all the people of Boston for supporting the migrant workers' strike.

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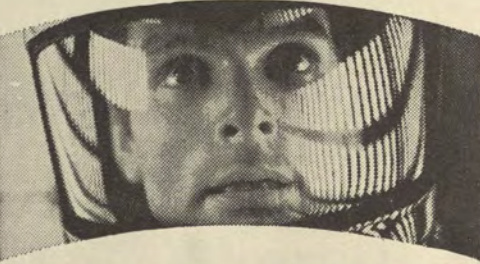
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